

6 month reporting date 10/28/04  
12 month reporting date 04/28/05  
Closed 5/10/05

## Marion School District Improvement Plan/Progress Report Form

<b>Principle: 3 Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>Based on the evaluations given, the review team was unable to verify a student was properly identified in the category of Speech/Language Impairment. The instrument used for identification was the Preschool Language Scale-3 (PLS). The IEP, however reflected goals addressing identifying colors, counting and articulation. Furthermore, the area of development was an area of concern on the referral and cognition was marked on the prior notice, but a cognitive test was not administered.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>The district needs to conduct a comprehensive evaluation in all areas of suspected disability and determine the student's eligibility and educational need.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> <b>The district will conduct all and only evaluations which are agreed upon and documented on PNC for evaluation.</b>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b>	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? All initial evaluations and reevaluations identify areas of difficulties. Goals will be directly linked to the determined disabilities from results obtained through given evaluations. What data will be given to SEP to verify this objective? Each of the Special Education instructors will review 3 files every six months and report number determined incompliance to SEP.	<b>4-04 ongoing</b>	<b>Special Education Department</b>	<b>10/28/04 compliance met</b>	

6 month reporting date 10/28/04  
12 month reporting date 04/28/05  
Closed 5/10/05

Please explain the data (6 month)  
Marion currently employs 2 special educators who each reviewed 3 current IEP files. The special education staff has reviewed the process of student identification referrals, and has determined all disabilities were adequately identified. Marion found that 6/6 files contained proper identification, and all necessary comprehensive evaluations are checked and completed to determine student eligibility.

Please explain the data (12 month)

2. What will the district do to improve? The school district will conduct evaluations that are listed on PNC form. What data will be given to SEP to verify this objective? Reviews on all initial evaluations will be made and the number of files reviewed and evaluations checked will be sent to SEP.	<b>4-04 ongoing</b>	<b>Special Education Department Speech language</b>	<b>10/28/04 compliance not met</b>	<b>05/06/05 Met</b>
--	-------------------------	---	--	-------------------------

Please explain the data (6 month)  
All initial evaluation within the speech/language preschool language scale-3 (PLS) will be reviewed to conduct evaluations that are listed on the PNC form. At this time, Marion does not have a preschool program for the 2004-2005 academic year.

Please explain the data (12 month)  
The Cornbelt Coop has not had a preschool in Marion during the 2004/ 2005 school year. The staff has had discussions, and changes are in place for all future initial evaluations of incoming preschool students. These changes will allow for proper identification of the preschool students. We have also looked at the prior notice so that all areas that are marked for evaluation, such as cognition, are evaluated with an appropriate test.

### Marion School District Improvement/Progress Report Form

<b>Principle: 3 Appropriate Evaluation</b>
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>Based on the evaluations given, the review team was unable to verify eligibility or educational impact for a student currently being served under Other Health Impaired..</b>

6 month reporting date 10/28/04  
 12 month reporting date 04/28/05  
 Closed 5/10/05

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
**The district needs to conduct a comprehensive evaluation in all areas of suspected disability and determine the student's eligibility and educational need.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**The district will:**  
**1. Evaluate students under OHI**  
**2. Team will decide if Sped placement is applicable after reviewing evaluation results and write a report with information from evaluations**  
**3. Provide a copy to parents.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b>	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? <b>District will write a report with findings from testing to determine if student qualifies and if disability affects educational performance.</b> <b>What data will be given to SEP to verify this objective?</b> <b>Copy of reports that state whether eligibility is granted. # of Files will be reviewed and files in compliance will be reported to SEP.</b>	<b>4/04 ongoing</b>	<b>Special Education Department</b>	<b>10/28/04 Not MET</b>	<b>Met 05/06/05</b>

Please explain the data (6 month)  
 All students being tested for an initial, or 3 year review evaluation, are now tested by two individuals. The psychologist administers requested evaluations and the special education teacher administers functional evaluations to test for specific learning difficulties.  
 In review of the evaluation results, the team meets to decide if the student is eligible for special education services. (7)-3 year files were reviewed, and 100% of files met eligibility requirements, or the decision was made by the team to dismiss the student back to general education. In 1of 7 files, it was deemed that the student did not qualify academically for services, however, because of OHI status. The difficulties resulting from OHI are contributing to difficulties in organization. The decision to retain in special education was granted.

6 month reporting date 10/28/04  
12 month reporting date 04/28/05  
Closed 5/10/05

Please explain the data (12 month)

All initial referrals, with a student identified with Other Health Impairments, will have comprehensive evaluations in each area of suspected disabilities, to determine the student's eligibility and educational needs. Marion has not had any new referrals this semester (spring of 2005), however we reviewed 5 files and found that in 100% of cases, students were appropriately tested in the area of identified disability, reports were written and submitted to parents as to evaluation results.

## Marion School District Improvement/Progress Report Form

**Principle: 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**A team of individuals, including input from the student's parents, determines what evaluation data is needed to support eligibility and the child's special education needs. Through file review and interview, the monitoring team found the staff does not consistently implement a procedure for documenting parental input. Seven of eighteen files parent input into the evaluation/reevaluation process was not documented.**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**Parents will be given the opportunity to provide input into the evaluation planning process.**

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

**On all initial evaluations and 3 year reevaluations parent input will be sought and documented on the Prior Notice for Evaluation or another appropriate form before the Prior Notice for evaluation is sent to the parent.**

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**6 month  
progress**  
Record date  
objective is met

**12 month  
progress**  
Record date  
objective is met

6 month reporting date 10/28/04  
 12 month reporting date 04/28/05  
 Closed 5/10/05

<p>1. What will the district do to improve?          The district has set in place a parent report form that will be sent to all parents prior to any new referrals and reevaluation testing. Report forms will be sent out at all Annual IEP reviews.          What data will be given to SEP to verify this objective?          The school district will send SEP a document listing the number of checked IEP files and the total correct including a completed parent report form.</p>	<p><b>4/04 ongoing</b></p>	<p><b>Special Education Department</b></p>	<p><b>10/28/04 Compliance met</b></p>	
<p>Please explain the data (6 month)          Documentation of prior parental input is supplied for ALL completed IEP meetings beginning Sept.1, 2004. The Marion districts special educators routinely have parents complete the developed and implemented parental input form when prior notices or prior evaluation forms are sent to parent/s. 15 files were reviewed, and checked for parental input. 100% of parental input forms have been completed and returned to the school prior to the date of IEP.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?          The school districts Special Education Department met to review the new parent reporting form to insure that all Sped teachers understand the use of the form.          What data will be given to SEP to verify this objective? A document of the parent report form will be submitted with the date of the meeting and teachers in attendance to SEP.</p>	<p><b>5-19-04</b></p>	<p><b>Sped Team &amp; Director</b></p>	<p><b>10/28/04 MET</b></p>	
<p>Please explain the data (6 month)          Tonda Kirton, Sara Geib, Lonna Hertel, Stephanie Long met on May 11, 2004 to review the Marion Parental Report form. It was agreed that all parents would receive this form with the first prior notice form sent home either for evaluation, or IEP annual meeting.          *Document will be faxed if requested by SEP.</p>				
<p>Please explain the data (12 month)</p>				

6 month reporting date 10/28/04  
 12 month reporting date 04/28/05  
 Closed 5/10/05

## Marion School District Improvement/Progress Report Form

<b>Principle:     5 Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) Transition evaluations were not administered for five students of transition age. As a result, present levels of performance, annual goals and needed services were not linked to the evaluation in order to design an outcome oriented process which promotes movement from school to post-secondary school activities				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>Present levels of performance, annual goals and needed services must be linked to the evaluation in order to design an outcome oriented process which promotes movement from school to post-secondary school activities.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  All IEP present level performance reports will be linked to the evaluation outcomes to insure smooth movement in the transition process.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district's special education teachers will meet with the transition specialist to discuss area of transition. The special education director will attend a transition training workshop before May 19, 2004. Information will be shared with all Sped. Staff/administration.  What data will be given to SEP to verify this objective? Information regarding meeting dates, people in attendance, and transition specialist will be submitted to the SEP.	<b>04/04 ongoing</b>	<b>Special education team</b>	<b>10/28/04 Met</b>	

6 month reporting date 10/28/04  
12 month reporting date 04/28/05  
Closed 5/10/05

Please explain the data (6 month) An in-service was provided by the Cornbelt Cooperative for interested area schools. The state of S.D. Educational Specialist and a team leader for the CIMP process presented the workshop on transition in the Parker School. Topics covered at the in service revolved around cited "out of compliance" transition issues within the Cornbelt schools. Following the workshop in Parker, Tonda Kirton arranged a meeting at Marion with transition specialist, Bev Petersen, in May of 2004. In attendance were Tonda, Sara Geib, and Lonna Hertel. Special education staff met again on Sept. 7, 2004 to review areas of transition for this year. Reviewed topics included functional assessment, developing goals and objectives relating to transition and transitioning evaluations. In reviewing 4 IEP files, completed between Sept. 1, 2004 and Nov. 15, 2004, 100% of files were in compliance with CIMP mandates. We will continue to monitor files throughout the remaining months to insure compliance.				
Please explain the data (12 month)				
2. What will the district do to improve? All students, age 14 and older, will have a complete course of study that promotes movement of the student to and through their high school careers.  What data will be given to SEP to verify this objective? District staff will verify transition plans for all students, age 14 and older, served on an IEP. The director will report the number of files reviewed and determined to be in compliance to the SEP.	<b>04/04 ongoing</b>	<b>Special education director and team</b>	<b>10/28/04 Met</b>	
Please explain the data (6 month) The secondary education teacher reviewed 4 files of transition aged students between 8/01/04 and 10/20/04. All files were found to include transition plans for students ages 14 and above who are currently being served on an IEP.				
Please explain the data (12 month)				

## Marion School District Improvement/Progress Report Form

**Principle: 5 Individualized Education Program**

6 month reporting date 10/28/04  
 12 month reporting date 04/28/05  
 Closed 5/10/05

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**24:05:27:01.03. Content of individualized education program.** A student's IEP must contain present levels of performance based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. Present levels of performance must contain the student's strengths, needs, the effect of the disability on the student's involvement/progress in the general curriculum and parent input.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 Through the use of functional assessments present levels of performance and annual goals will represent specific skills the student was able to accomplish or needed to learn in each area affected by the disability. In addition, the present levels of performance will address student's involvement and progress in the general curriculum.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
**All PLOP reports will contain strengths, weaknesses, and the effect of the disability on the students general education involvement.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?  <b>The PLOP will be linked to the written reports of functional assessments that are determined within the areas of each suspected and sited disability. All new referrals and each re-evaluation will be reviewed.</b></p> <p>What data will be given to SEP to verify this objective?            The director of special education will send SEP a list of:</p> <ol style="list-style-type: none"> <li><b># of files reviewed for strengths, needs, the effect of the disability on the student's involvement/progress in the general curriculum and parent input.</b></li> <li><b>determined # of in-compliance files</b></li> </ol>	<b>04/04</b> <b>Ongoing</b>	<b>Special Education department</b>	<b>10/28/04</b> <b>ongoing</b>	<b>Met</b> <b>05/06/05</b>

Please explain the data (6 month)  
 7 files checked for information on PLOP and how information affects the involvement/progress within the general curriculum, stated goals and parental input. 6/7 files were in-compliance in stating student's strengths, weaknesses, effect of disability on general ed., parental input and functional assessment information. We will continue to review files in attempt to move to 100% by May of 2005.



6 month reporting date 10/28/04  
12 month reporting date 04/28/05  
Closed 5/10/05

Please explain the data (12 month)

The Marion Special Education department has reviewed 6 files within the past 5 months to insure that the PLOP adequately reflects information regarding strengths, weaknesses, parental input, effect of disability on general education, and assessment information. 100% of files were in compliance with the desired outcomes of the state, to contain information based upon the specific skill areas affected by the student's disability.